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ABSTRACT

The purpose of the workshop described in this paper was to teach educators to understand the differences in learning/teaching styles and how to apply that understanding to the professional routine and to conflict management and problem solving tasks. The Teaching, Learning, and Curriculum Model (TLC) used in the workshop applies Jung's research on psychological types to issues of learning, teaching, and curriculum categorization. It does this by asserting that learning behavior is not random, but is due to personal preferences for particular perceptions and judgment functions. These functions are sensing, intuiting, thinking, and feeling. When a perception function is paired with a judgment function, one of four observable learning styles results, each modified by an attitude toward learning, i.e., introversion or extraversion. When these four learning styles are converted to specific behaviors, the behaviors apply equally to teaching and to curriculum categorization. The TLC model, therefore, allows one to purposely match one's teaching behavior to one's teaching intent by presenting the instruction (whether didactic or managerial) in a way congruent with the student's learning style. Good teaching (or good management) results when these three interrelated decisions are made congruently. (Author/CMG)

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TEACHING, LEARNING AND CURRICULUM (TLC)

PUTTING IT ALL TOGETHER FOR IMPROVED TEACHING AND INTERCULTURAL RELATIONSHIPS

COLUMBIA UNIVERSITY
JUNE 13, 1980

WORKSHOP PRESENTORS:
DR. HARVEY F. SILVER
MR. STEVEN SIEPIAN
MR. J. ROBERT HANSON

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Teaching, Learning and Curriculum: Putting It All Together for Improved Teaching and Intercultural Relationships

Objectives of this Awareness Workshop:

As a result of actively participating in this workshop attendees will:

1. know something more about themselves as learners/managers
2. be able to recognize different types of learning and management styles
3. be able to discuss some of the applications of the TLC Model for their own administrative-teaching-counseling roles
4. be able to see some of the implications of the TLC Model for writing and categorizing curriculum objectives
5. be able to categorize their own job responsibilities by learning style/domain
6. be in a position to consider facilitating styles for conflict management and problem solving tasks

The TLC Model briefly described:

The TLC Model applies the research of Carl Gustav Jung on psychological types to issues of learning, teaching and curriculum categorization. It does this by asserting that learning behavior is not random, but is due to personal preferences for particular perception and judgment functions. These functions are sensing, intuition, thinking and feeling. When a perception function is paired to a judgment function an observable learning style results. There are four styles; each modified by an attitude toward learning, i.e., introversion or extraversion. When these four learning styles are converted to specific behaviors the behaviors apply equally to teaching and to curriculum categorization. The TLC Model, therefore, allows one to purposely match one's teaching behavior to one's teaching intent by presenting the instruction (whether didactic or managerial) in a way congruent with the student's learning style. Good teaching (or good management) results when these three interrelated decisions are made congruently. The purpose of TLC training is to teach professional educators how to make these decisions.

SYMBOLIC REPRESENTATION OF MY PERSONALITY TYPE

PROCEDURES:

SELECT THE FUNCTION AND ATTITUDE FROM THE FOLLOWING PAIRS WHICH BEST DESCRIBES YOUR PERSONALITY. DRAW A SYMBOLIC REPRESENTATION FOR EACH.

I PREFER TO PERCEIVE

SENSING

- THE IMMEDIATE, REAL AND PRACTICAL FACTS OF LIFE AND EXPERIENCE

INTUITION

- THE POSSIBILITIES, RELATIONSHIPS AND MEANINGS OF EXPERIENCE

I PREFER TO JUDGE

THINKING

- OBJECTIVELY, IMPERSONALLY, CONSIDERING CAUSES OF EVENTS AND WHERE DECISIONS MAY LEAD

FEELING

- SUBJECTIVELY AND PERSONALLY WEIGHING VALUES OF CHOICE AND HOW THEY MATTER TO OTHERS

MY INTERESTS FLOW MAINLY TO

EXTRAVERSION

- THE OUTER WORLD OF ACTIONS, OBJECTS AND PERSONS

INTROVERSION

- THE INNER WORLD OF CONCEPTS AND IDEAS

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TEACHING PROFILE

MBTI-Test Results _____

Self Assessment _____

Teaching Profile

I. Your Primary Teaching Domain _____

1. List at least two examples of your own teaching behavior that represent your primary domain.

2. List at least two ways in which your primary teaching domain seems a definite asset in your classroom.

3. List at least two ways in which your primary teaching domain is a definite liability in your classroom.

II. Your back-up Teaching Domain _____

1. List at least two examples of your teaching behavior that represent your back-up domain.

2. List at least two ways in which your back-up teaching domain seems a definite asset in your classroom.

3. List at least two ways in which your back-up teaching domain is a definite liability in your classroom.

III. Your Least Preferred: _____

1. List two examples of times when lack of skills in your least preferred have lead to problems in your classroom.

2. For each of the two examples:

What domain were you using instead?

What might you have done differently?

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WHAT IS AN "INDIVIDUAL"?

(SETS OF DUALITIES)

MALE	FEMALE
CHILD	ADULT
CONSCIOUS	UNCONSCIOUS
LIFE	DEATH
GOOD	EVIL
BEING	BECOMING
HEALTH	SICKNESS
REAL	IDEAL
MIND	BODY
SENSING	INTUITION
THINKING	FEELING
INTROVERTED	EXTRAVERTED
DIVERGENT	CONVERGENT

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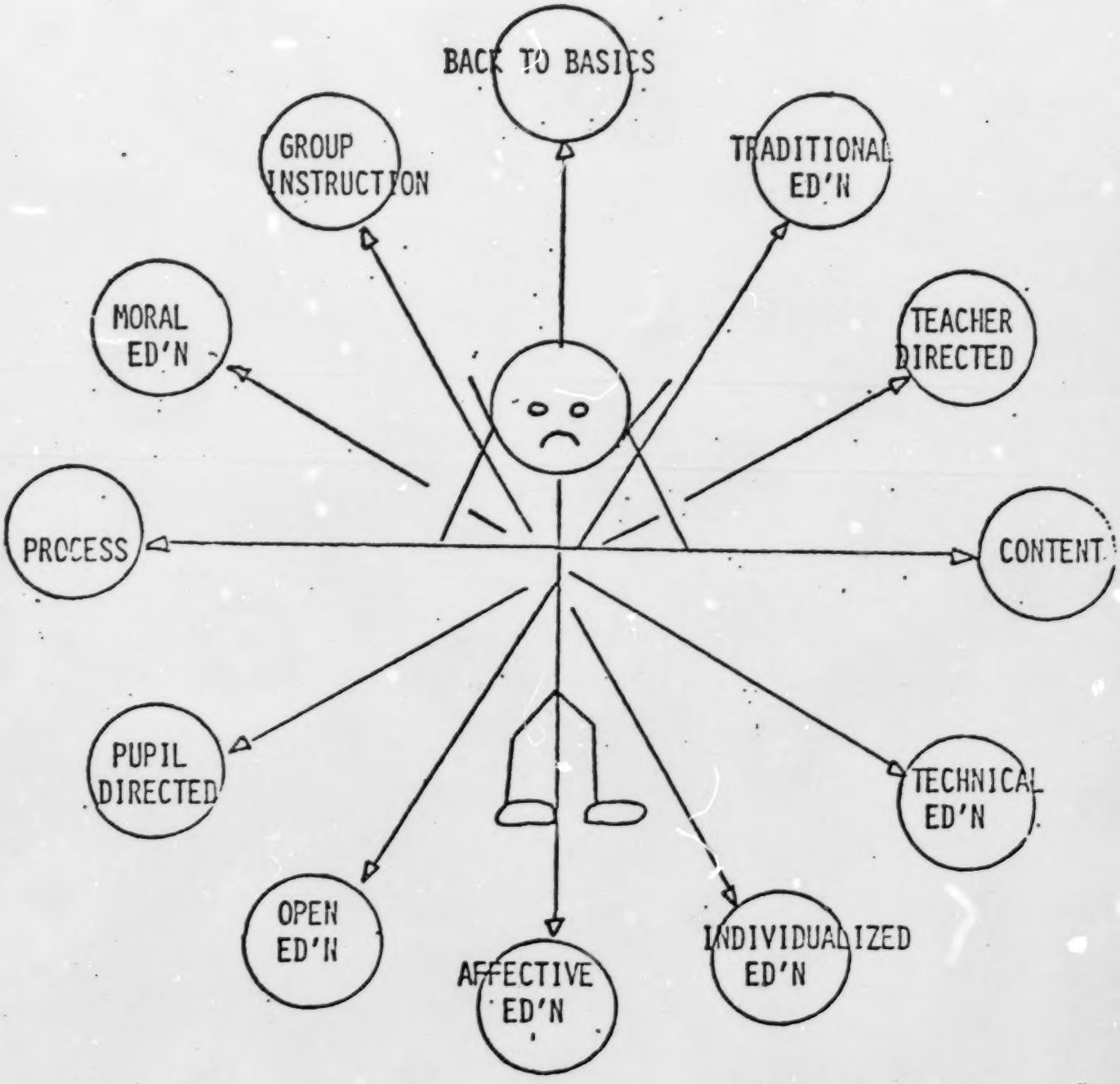
THE VERSUS ISSUE



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TEN THINGS I KNOW ABOUT MYSELF AS A LEARNER

Purpose:

1. To enhance personal self awareness about how one learns.

Directions:

1. Reflect upon yourself for a moment, brainstorm the following question: What do I know about myself as a learner?

   Consider the following:
   What subjects interest me?

   What kinds of things, ideas, situations, people motivate me?

   Under what conditions (physical and psychological) do I learn best?

   What methods of instruction do I prefer?; What modes of communication do I prefer?; Using which mediums?

2. List ten things, if possible. Begin all statements with I. (Minimize the use of learning theory jargon.) How do I approach things that are easy for me to learn? Difficult for me to learn?

3. Distinguish which items relate to:

   A. Content--Kinds of information and subject matter (e.g., Facts, Skills, Theories, Feelings, Concepts, History, Math, etc.)

   B. Conditions--The physical-psychological environment most conducive to learning.

   C. Method--Process of instruction, (e.g., reading, lecture, group discussion, open-ended questions, conversation with experts, drill, etc.).

   D. Mode--Method of communication, verbal, visual tactile.

   E. Medium--Verbal, (e.g., speaking, tape recorder, radio, etc.) visual, (e.g., slides, movies, pictures), Tactile (e.g., physical, objects, etc.)

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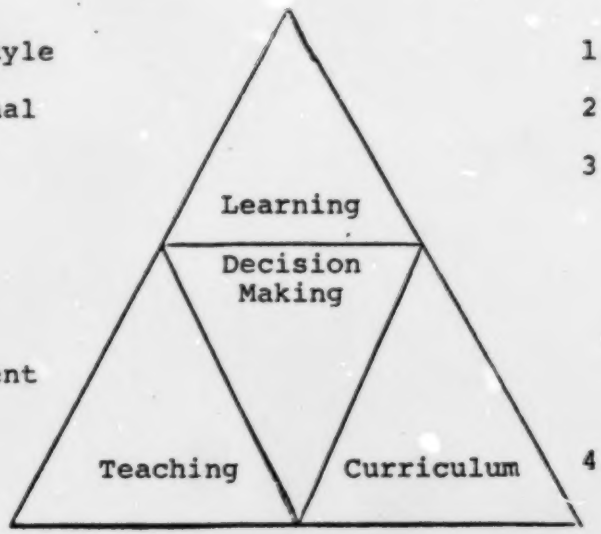
T L C DECISIONS THAT TEACHERS MUST MAKE

Teaching

1. Selection of Teaching Style
2. Selection of Instructional Stragegy
3. Where to Teach
4. When to Teach
5. Class Climate
6. Organizational Arrangement
7. Evaluation Procedures
8. Other



Learning

1. Whom to Teach
2. Anticipated Learning Style
3. Growth Needs
   a. physical
   b. emotional
   c. social
   d. intellectual
4. Other

Curriculum

1. What to Teach
   a. why this subject matter
   b. quantity
   c. quality
   d. order
2. Materials and Equipment
3. Mode and Media
4. Other

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PERCEPTION FUNCTIONS

TWO WAYS OF PERCEIVING INFORMATION

SENSING	INTUITION
IRRATIONAL	IRRATIONAL
SEEING	NERVOUS STRUCTURE
HEARING	HEREDITY
TOUCHING	PATTERNS
SMELLING	GESTALT
TASTING	POSSIBILITIES
WHAT'S	INNER MEANING
ACTUAL STATE OF THINGS	REPRESENTATIVE
SHAPE	OPEN FOCUS
COLOUR	
SOUND	
ARRANGEMENT	
FACTS	
LINEAR	
BITS OF DATA	
LEFT SIDE OF BRAIN	
PRESENTATIVE	
NARROW FOCUS	

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JUDGMENT FUNCTIONS

TWO WAYS OF PROCESSING INFORMATION

THINKING	FEELING
RATIONAL	RATIONAL
LOGIC	VALUE
TRUE OR FALSE	IMPORTANCE
SEQUENTIAL	PREFERENCE
ORDERING	GOOD-BAD
COMPARING	GESTALT
CONTRASTING	TOTAL
ANALYZING	AFFECTIVE
SYNTHESIZING	
RELATIONAL	
COGNITIVE	

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JUDGMENT FUNCTIONS

TWO WAYS OF PROCESSING INFORMATION

THINKING	FEELING
RATIONAL	RATIONAL
LOGIC	VALUE
TRUE OR FALSE	IMPORTANCE
SEQUENTIAL	PREFERENCE
ORDERING	GOOD-BAD
COMPARING	GESTALT
CONTRASTING	TOTAL
ANALYZING	AFFECTIVE
SYNTHESIZING	
RELATIONAL	
COGNITIVE	

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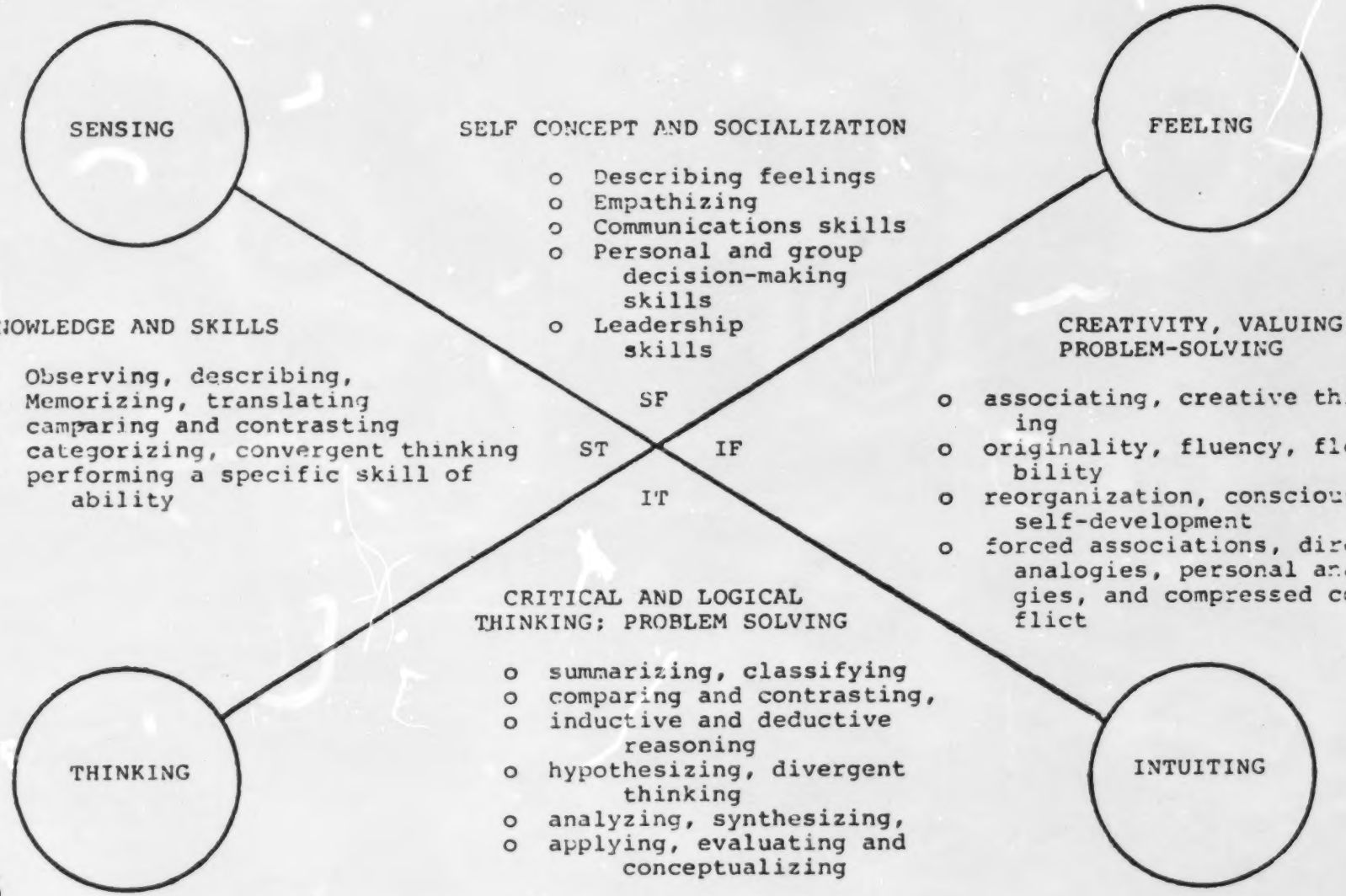
AFFECTIVE AND COGNITIVE PROCESSES ASSOCIATED WITH
THE TEACHING AND LEARNING DOMAINS



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Teaching and Learning Behaviors By Style

SF	ST	NT	NF
Teachers may be characterized as:			
• Nurturers	• Trainers	• Intellectual Challengers	• Facilitators
• Supporters	• Information givers	• Inquirers	• Stimulators
• Empathizers	• Instructional managers	• Theoreticians	• Creators/ originators
Learners may be characterized as:			
• Sympathetic	• Realistic	• Logical	• Curious
• Friendly	• Practical	• Intellectual	• Insightful
• Interpersonally oriented	• Matter of fact	• Knowledge oriented	• Imaginative
Curriculum objectives emphasize:			
• Positive self concept	• Basic skills	• Critical Thinking	• Creative Thinking
• Socialization	• Acquisition of content	• Concept development	• Moral development
Learning environments emphasize:			
• Personal warmth	• Purposeful work	• Discovery	• Originality
• Interaction and collaboration	• Organization and competition	• Inquiry and independence	• Flexibility and imagination

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Instructional strategies emphasize:

- Personal and social awareness
- Group projects
- Personal sharing
- Oral reports
- Communications
- Behavior modification
- Practice and drill
- Convergent thinking tasks
- Demonstrations
- Producing products
- Information processing
- Research
- Inductive reasoning
- Written reports
- Problem-solving
- Self expression
- Imagination
- Divergent expression
- Creative-artistic expression
- Values clarification

Teaching strategies include:

- Group investigations
- Classroom meetings
- Peer tutoring
- Lab training
- Team games
- Programmed instruction
- Command style teaching
- Mastery Learning
- Drill and repetition
- Memorization
- Inauiry training
- Concept formation
- Use of Socratic methods of questionning
- Problem-solving
- Comprehensive planning
- Non-directive teaching
- Synectics
- Boundary-breaking (breaking mind sets)
- Analyzing and working with moral dilemmas
- Problem- solving activities

Evaluation procedures include:

- Personal journals
- Sociograms
- Objective tests
- Checklists
- Open ended questions
- Essays
- Fluency of expression
- Flexibility of response

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Evaluation procedures include: (Cont'd)

- Oral reports
- Ranking procedures
- Trained observations
- Collection of unobtrusive data
- Self reporting
- Behavoral objectives
- Use of mechanical devices
- Demonstrations of specific skills
- Criterion referenced tests
- Demonstrations of abilities to:
  - synthesize
  - interpret
  - integrate
  - analyze
  - evaluate, and
- Think divergently
- Originality of response
- Elaboration of detail
- Development of aesthetic criteria
- Producing creative products
- Observations of value systems in action
- Unobtrusive data collection

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Overviews of Styles

The Sensing Thinking Student

Prefers to learn by:
- directly experiencing with his five senses what he is being asked to learn
- putting what he has learned into immediate use or practice
- seeing tangible results from his efforts
- practicing what he has learned
- following directions one step at a time
- learning in an organized, task-oriented environment
- studying about practical things for which he has immediate uses
- being asked questions for which there are correct answers rather than open-ended questions requiring opinions
- participating in first hand experiences rather than vicarious or imaginary activities, e.g., doing something rather than reading about it or being told about it
- being active rather than passive
- having his work checked immediately when he's through to determine if it has been done correctly
- knowing exactly what is expected of him, how long and how well the task is to be done, and why

Learns best from:
- drill
- programmed instruction
- demonstration
- practice
- mastery learning
- convergent thinking tasks
- direct, actual experiences

Motivating activities:
- simple, repetitive learning games
- concrete exploration and manipulation
- programmed texts
- workbooks
- making real-life models
- reading biographies, how-to-do-it books, and adventure stories
- dramatizing important events
- making things that he can use in school, at home, or at play
- demonstrating what he knows
- assignments that have a clearly defined conclusion

Rewards are:
- doing things which have immediate practical use
- acknowledging thoroughness and detail
- praising prompt and completed work
- providing specific active experiences
- giving immediate feedback, e.g., rewards, privileges, etc.
- permitting new activities after completing an assignment

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The Sensing-Thinking Learner, continued

Turn-offs are:
- complex games requiring logic
- sitting still and listening for long periods
- activities which require imagination and intuition
- activities with complex directions
- activities that are open-ended, i.e., there's no closure and no pay-off
- activities that focus on feelings or other intangible results
- completing tasks for which there are no practical uses

The Intuitive Thinking Student

Prefers to learn by:
- working independently; thinking for himself
- planning and thinking things through before he begins work
- studying about ideas, and how things are related to one another
- reading about things they want to know
- planning and carrying out a project of their own making and interest
- arguing or debating a point based on logical analysis
- being asked questions that challenge them to use their logical and deductive powers
- problem solving which requires the collecting, organizing and evaluation of the data
- organizing and bringing structure to things, ideas and people
- dealing with the theoretical, abstract, and hypothetical
- gathering data from many different sources and synthesizing relationships

Learns best from:
- Socratic method
- problem solving techniques
- systematic planning
- lectures
- reading
- open-ended discussions and debates
- discovery through use of the scientific method
- games of strategy
- researching projects of personal interest
- using inductive reasoning

Motivating activities are:
- independent research projects
- reading on a topic of personal interest
- self-directed activities
- puzzles, math problems, logic problems

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The Intuitive Thinking Student, continued

games of strategy
debating
open-ended questions
planning their own learning activities
collecting and interpreting, synthesizing, and evaluating data

Rewards are:
time to plan and organize their work
working independently, or with other intuitive-thinking types
developing their own learning plans
providing for opportunities for them to present their projects/reports
to work with ideas and things that challenge them to think, to explore, to master

Turn-offs are:
routine or rote assignments
memorization
concern for details
simple games not requiring strategic thinking
rigid rules and predetermined procedures
tasks without explanation as to purpose and value
allowing for only one correct solution

The Sensing Feeling Student

Prefers to learn by:
working with a friend
sharing personal thoughts and opinions with other students
studying about things which directly affect people's lives rather than impersonal facts or theories
thinking out loud with other students
being in a relaxed, comfortable and personally pleasing environment
receiving personal attention and encouragement from his teachers
being shown what to do by another person
helping other students learn
talking with friends while he works
being part of a team, collaborating with other students
personally experiencing what he is being asked to learn
activities which help him to learn about himself and how he feels about things

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Learns best from:
- group experiences and projects
- loving attention
- personal expression
- group dynamics activities
- personal encounter
- imitation
- role playing
- peer tutoring
- interactive strategies

Motivating Activities Are:
- "show and tell"
- sharing personal experiences
- listening to, and reading stories about how people feel
- helping others
- taking care of pets
- art activities which allow for personal expression of feelings
- writing and talking about things they love
- group games and activities
- team work
- small group discussions
- dramatics
- messy activities, e.g., clay, paint
- concrete exploration and manipulation

Rewards are:
- receiving personal attention and encouragement
- opportunities to be helpful in class
- continuous feedback
- sharing personal feelings and experiences with others
- praise for good work
- opportunity to work in groups and to learn from others

Turn-offs are:
- complex games of strategy
- long periods of working silently alone
- abstract activities
- emphasis on factual detail
- highly competitive games where some have to lose
- detailed and demanding routine

The Intuitive Feeling Student

Prefers to learn by:
- being creative and using his imagination
- searching for new and unusual ways of expressing himself
- using a variety of resources and materials without being burdened by too many routines or procedures

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The Intuitive Feeling Student, continued

having an opportunity to dream and fantasize
establishing standards of quality and value
persuing their own interests
planning and organizing their work in their own creative ways
working on a number of things at one time
working at their own pace
searching for alternative solutions to problems beyond those normally thought of
discussing real problems, and looking for real solutions
expressing themselves artistically

Learns best from:
creative problem-solving activities
fantasizing
creative writing
creative and artistic activities
open-ended discussions of values, personal and social
self discovery
free association
synectic and metaphorical thinking
activities that enlighten and enhance, e.g., myths, human achievement dramas, etc.

Motivating activities are:
problems requiring imagination and creativity
problem solving issues of personal and social importance
opportunities to be self expressive through one or more of the arts
opportunity to expound on how to improve things
opportunity to talk about meanings, values, and relationships
activities which lead to a genuine understanding of what was being studied
working with a rich variety of resources
open-ended and challenging problems, questions
searching for beauthy, symmetry, aesthetics

Rewards are;
demonstrating results of his study or research
being allowed to learn through discovery
opportunity to plan and pursue his own interests
recognition for personal insights and discoveries
praise for bringing unusual solutions to bear on difficult problems

Turn-offs are:
prescribed ways of learning something
too much attention to detail
learning of things with a narrow focus
facts, memorization, rote learning
tasks with predetermined correct answers
detailed and demanding routines
highly competitive games where someone loses

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CHARACTERISTICS OF TEACHING DOMAINS

SENSING - FEELING

The Sensing-Feeling-Affective I Domain is characterized by a heavy emphasis on "Personal Interaction" (people getting to know each other). Individuals operating in this domain seek and enjoy contact with other people. They enjoy pleasing people, like harmony, and often let their decisions be influenced by their own and other people's personal likes and dislikes. The following are characteristics of teachers who operate in this domain.

- Try to create a supportive social classroom climate
- Stimulate children to emotionally involve themselves in learning activities
- Seek to understand students' personal problems
- Capitalize on students' experiences outside of school in the classroom
- Show concern for the way students feel about them (being liked, praise)
- Respond to and are sensitive to class moods
- Show interest in students' lives outside of school
- Personalize their approach to behavior problems
- Share personal feelings with students
- Believe school should be fun (enjoys playing games with students)
- Enjoy touching and being touched by students
- Prefer a flexible schedule

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SENSING - THINKING

Sensing-Thinking - Cognitive I Domain is characterized by a heavy emphasis on getting things done in an organized, timely manner. Individuals operating in this mode tend to be "realistic, practical and matter of fact." They are interested in detailed factual information. They like to organize their facts and procedures in advance, define their objectives and make a systematic drive to reach them on schedule. The following are characteristics of teachers operating in this domain.

- o Appreciate a systematized well defined curriculum with behavioral objectives
- o Emphasize work and efficiency
- o Emphasize neatness and organization
- o Display student work and progress on charts, graphs, etc.
- o Establish well defined classroom rules and procedures
- o Emphasize basic skills and facts
- o Ask questions which usually have right or wrong answers
- o Address behavioral problems in a firm but fair manner
- o They rarely give an assignment which is not checked
- o Desire an orderly and systematic approach to instruction
- o Cover content in an orderly prescribed manner
- o Prize and reward high achievement
- o Utilize programmed instruction
- o Stick to subject matter plans and follows curriculum guides
- o Respect time and are punctual
- o Demand results from themselves and others

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CHARACTERISTICS OF TEACHING DOMAINS

INTUITIVE - THINKING

The Intuitive-Thinking-Cognitive II Domain is characterized by a heavy emphasis on intellectual interests, curiosity for new ideas, tolerance for theory, taste for complex problems, insight, vision and concern for long range consequences. Individuals operating in this domain enjoy learning new things - especially concepts or theories and are patient with complicated details. They are perceptive and apt to have quick understanding of problems. They tend to be independent critical thinkers. The following are characteristics of teachers operating in this domain.

- o Enjoy theory, intellectual pursuits and the acquisition of knowledge
- o Help their students to think independently to make up their own minds
- o They provide students with intellectual challenges
- o Ask students why? Rather than telling them
- o Utilize brainstroming, theorizing, research method and lecture techniques
- o Ask students to deduce consequences to actively involve their critical thinking
- o Emphasize the importance of ideas and events and their relationships
- o Allow flexible use of time for students to develop different ways of expressing their ideas
- o Provide opportunities for students to learn through discovery
- o Help students to think for themselves and make up their own minds
- o Plan around main ideas and allow details to take care of themselves
- o Try to develop an exciting intellectually challenging environment

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INTUITIVE - FEELING

The Intuitive-Feeling - Affective II Domain is characterized by a heavy emphasis on creativity, inspiration and innovation. Individuals operating in this domain are enthusiastic and insightful. They derive their greatest satisfaction from the world of possibilities. They seek new ways of doing things, and look for new and fascinating things to be done. Since they like to make decisions based on their feelings, their intuition is geared toward people and artistic expression. The following are characteristics of teachers operating in this domain.

- Allow students to explore their creative abilities. To find ways of self-expression and to gain inspiration
- Allow students to develop their own unique style
- Act upon their inspirations, their own and students
- Serve as a catalyst for students' critical thinking
- Enjoy new ideas and creativity
- Try to develop an exciting, creative challenging atmosphere
- Provide activities which enhance student self-expression, creative writing, fantasizing, meditating
- Work in an environment of creative clutter
- Want students to consider the possibilities in a situation
- Use curriculum guides and materials as resources for constantly changing program
- Value children with insights and original ideas
- Appreciate beauty and symmetry

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I learn best when:

I am encouraged to be logical and analytical.

I can see the relationship between and among ideas.

I am confronted with problems which require me to organize and synthesize information, to deduce consequences.

I have to plan and think things through before I begin work.

I am not pressed for time, when I can work at my own careful pace.

I can argue a point or defend a position based on logical reasoning.

I can plan and carry out a project of my own interest.

I can see the logic in what I am being asked to do.

I am asked to deduce consequences, compare and contrast ideas, analyze and evaluate alternatives.

Reading, debating, problem solving, open-ended questions, lectures, theorizing, hypothesizing, independent study and research projects are emphasized.

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I learn best when:

I'm learning about things which make practical sense to me.

I can explore and manipulate concrete, hands on materials.

I can directly experience with my five senses what it is I am being asked to learn.

I can put what I have learned to immediate use.

I'm asked questions which focus on right or wrong responses rather than open-ended interpretations.

I can practice and memorize what is required.

I can use practical skills and facts that I possess.

I am provided with a clear idea of what is expected of me, what I have to do, how it is to be done, what the final product will look like, and when it is to be done.

An organized, systematic, sequential approach to the mastery of content and skills is employed.

First hand experience rather than reading or study is emphasized.

Programmed instruction, competitions, games, question and answer periods, review or workbooks, drill, practice, and regular quizzes are emphasized.

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I learn best when:

I'm allowed to share my personal thoughts, feelings and opinions with other students.

I'm learning about things which directly affect people's lives rather than impersonal facts or theories.

I have time and resources to learn about myself and how I feel about things.

The teacher takes a personal interest in me and encourages me to do my best work.

I can relax, feel comfortable and enjoy myself.

I can think out loud with other students.

I'm allowed to talk with friends while I work.

I'm allowed to work in a small group with a friend to learn about something.

Open-ended discussions, group games, role playing, group dynamics, sharing personal thoughts and feelings, small and large group projects, peer tutoring, and other interactive strategies are used.

I'm allowed to cooperate rather than compete, and my performance is not compared with other students.

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I learn best when:

I am encouraged to be creative, to use my imagination, to think divergently.

I'm allowed to search for new and unusual ways to express myself.

I can work with a variety of resources and materials and not be burdened with too many routines or procedures.

I can follow my hunches or inspirations.

I can pursue my own interests, plan and organize my work in my own way.

I'm allowed to establish my own standards for quality.

I am provided with many different types of activities from which I can choose and these activities are changed often.

I can work at my own pace and am allowed to work on a number of different things at one time.

There are discussions of moral dilemmas and searches for alternative solutions to problems of human welfare.

Self-expression activities, creative arts and dramatics, solving problems of human needs, projects designed around my own interests, reading on my own interests, messy activities, meditation, contemplation, daydreaming and fantasizing are emphased.

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Notes on the Myers-Briggs Type Indicator Test and the Teaching Learning Process - taken from paper presented by Mary H. McCaulley "Personality Variables in the Teaching Learning Process."

- Extraverts will learn best if the concept follows experience; that extraverts will prefer group learning and action projects, and that their attention span will be shorter, with much learning by trial and error.

- Introverts will learn best if the concept preceeds experience; that introverts will prefer individual learning and enjoy library projects; that their attention span will be longer.

- Thinking types tend to prefer working with material which follow logical principles.

- Feeling types are more interested in working with or studying people.

- Thinking types score higher on tests of mathematics and science and that feeling types will score higher on tests of social sensitivity.

- Myers - Briggs presents data that being clear about a preference is associated with higher achievement and confusing about a preference, particularly thinking-feeling is associated with under achievement. Myers contends that helping children develop better command of perception and judgment will increase their capacity to learn.

- In short, Intuitive types, with their greater interest in and developed skills with symbols score higher on most aptitude tests which are designed (usually by intuitive types) to test verbal skills, speed of comprehension, ability to draw inferences -- those aspects of "intelligence" especially valued by Intuitive types. Since Sensing types often read test questions several times, to make sure their perception is sound, they are particularly likely to be at a disadvantage in timed tests.

- As can be seen from the listing above, the higher one goes in the academic ladder, the greater the proportion of demand for complex problem-solving, and for working at an abstract, theoretical, or imaginative level, which suits the interests of the Intuitive types.

- The Introverts with Intuition are the most "academic" of the types, interested in concepts and ideas ("Thinking) theory, abstraction, complexity (Intuition). The Extraverts with sensing are the most pragmatic of the types- interested in theory only if it has immediate application. With Extraverts outnumbering Introverts, and Sensing types outnumbering Intuitive types, it is clear that the schools have a large number of students to teach whose best road to knowledge is through active experience, not second-hand reading books. The old-time school, with its emphasis on sitting still in one's seat and reading to memorize facts, probably fitted the Introverted Sensing types who have an interest in find the facts to support ideas. Many teachers are beginning to look at all our teaching methods, to see which methods are most attuned to the different types of students.

- In a recent article, "Taking Type Into Account In Education", for a report commissioned by the State of Florida, Myers Briggs makes the following obervations:

> ...The preference that has the most conspicious consequences in education is the choice between the two kinds of perception, the choice between sensing and intuition...
>
> It is therefore understandable that, as most schools are now run, sensing children have less use for school than intuitive children do (often no use at all), that on the average they make lower grades and score lower on intelligence tests, and that they far more frequently drop out.
>
> The following percentages show the relative frequency of sensing and intuitive types at different levels of scholastic achievement:

		Sensing	Intuitive
671....	Finalist for National Scholarships	17%	83%
3676....	Freshmen at Ivy League Colleges	41%	59%
3503....	Academic 11th and 12th graders, P.A. H.S	58%	42%
1430....	Non-academic 11th and 12th graders PA H.S	85%	15%
500....	Audults who did not finish 8th grade	99.6%	0.4%

If we are to have a system of universal education that does justice to all types, I think we must draw a sharp distinction between skills and knowledge. Knowledge spreads over a tremendous variety of subjects, each of which may be interesting and useful to certain types and a waste of time to others. But the basic skills are essential for all types, and should be taught in such a way as to give every child what he needs.

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VERBAL BEHAVIORS BY DOMAIN

Instruction within a domain is characterized by the repeated use of a discrete number of verbs. Since behaviors tend to fall into the two broad categories of cognition or intellection, and affective states, the use of verbal behaviors is a clue to domain preference.

Identify the domains for which these verbs/terms are characteristic:

1.	2.	3.	4.
trust	summarize	create	circle
nurture	restructure	imagine	recite
relate (ing)	outline	appreciate	count
sympathize	discover	express	capitalize
participate	listen	value	spell
share	analyze	originate	label
empathize	hypothesize	discover	list
who?	classify	design	repeat
	why?	what if?	what?
_____	_____	_____	_____

Instructional Strategies

Instructional strategies also tend to cluster according to domains. The selection of a particular strategy is normally for a teacher "intent". It is the intent rather than the strategy itself which allows for classification by domain. Nonetheless, as an activity it is useful to see how instructional activities cluster. In this exercise indicate with an x the most likely domain into which each strategy would fall.

	CI	CII	AI	AII
guided fantasy				
task/activity cards				
interviews				
physical competitions				
fairy tales				
open ended questionning				
true/false questionning				
brainstorming				
puzzles				
personal sharing				
group activities				
creative arts activities				
discovery methods				
peer tutoring				
team games				
simulations				
oral reports				
team assignments				
logs/diaries				

	CI	CII	AI	AII
role plays				
lectures				
discussion				
programmed instruction				
T.V.				
movies				
field trips				
book reports				
keeping logs				
self-discovery activities				
real-life programs				
drill				
hands-on activities				
creative writing				
letter-writing				

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EXERCISE

IDENTIFYING EMPLOYEE(ER) BEHAVIORS BY FUNCTION

Directions: Examine the following behaviors and indicate which Jungian function they best represent, i.e., Sensing, Intuition, Thinking or Feeling.

Example: To analyze __T__

1. Awareness of other people's feelings ___
2. Prefer an established routine ___
3. Dislike doing the same thing over and over ___
4. Tend to follow their own inspirations ___
5. Tend to be sympathetic ___
6. Weigh the evidence ___
7. Formulate policy ___
8. Enjoy using skills already learned rather than learning new skills ___
9. Read the "fine print" (for details) ___
10. Anticipate coming changes ___
11. Enjoy solving new problems ___
12. Let decisions be influenced by the likes and dislikes of others ___
13. Strictly holds to the rules ___
14. Faces difficulty with realism ___
15. Needs a great deal of praise ___
16. Tends to decide impersonally, sometimes ignoring the wishes of other people ___
17. Tend to be sympathetic ___
18. Emphasizes the "facts" ___
19. Wants immediate verifiable evidence ___
20. Needs to be part of the team ___
21. Tends to plan ahead ___
22. Strictly a Company "person" ___
23. Relates well to most people ___
24. Must usualyy work all the way through a problem to reach a solutions ___
25. Quickly appreciates the nature of a problem ___

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ANALYZING PERSONALITY DIFFERENCES

Part 1

Personality conflicts between students and teachers are very common occurrences. MBTI theory offers one practical way to anticipate such conflicts and to manage them constructively. A teacher cannot anticipate unique persons but he or she can prepare for certain patterns of relationships with students by using type theory.

How well can you recognize personality patterns in students? Below are brief descriptions of four students. Answer these questions in relation to the four students:

a. Which one of the four would be most difficult for you to work with?
b. Which one would be easiest for you to work with?
c. Can you see some way that your responses to a. and b. relate to personality type differences?

Dick sometimes works long and intently on projects which absorb him, and is sometimes eager to share his ideas with others. However, he often alienates his peers when his reports and conversations don't make sense to them. Peers, and some teachers, believe he deliberately confuses them because he "thinks he's so smart."

Jean is slow and methodical, usually doing painstaking work and a fine job which is only half finished, because she runs out of time. She prefers to continue with whatever she has started rather than begin a new task, and consequently she covers far less of the total curriculum than she needs to.

Beth is enthusiastic about any project in the beginning, but in many cases tires of it before accomplishing anything. Consequently, her work is very uneven in quality, combining bright insights with sloppy, slip shod and incomplete details.

Lisa seems to value popularity above anything else. She is talkative, gregarious and friendly, and often lets others influence her choices and conduct, and seems wishy-washy about her own preferences and point of view. Her work and conversation are sometimes trite and shallow,

and some classmates are annoyed by her "helpfulness;" they wish she would mind her own business. She is deeply hurt by and resentful of criticism.

Think of two or three current or recent students with whom you have had trouble communicating. Can you find a description that fits each of them on pages 4 and 5 of Introduction to Type? Is their type different from yours? Can you see how the differences in type partly account for the communication problems?

Part 2

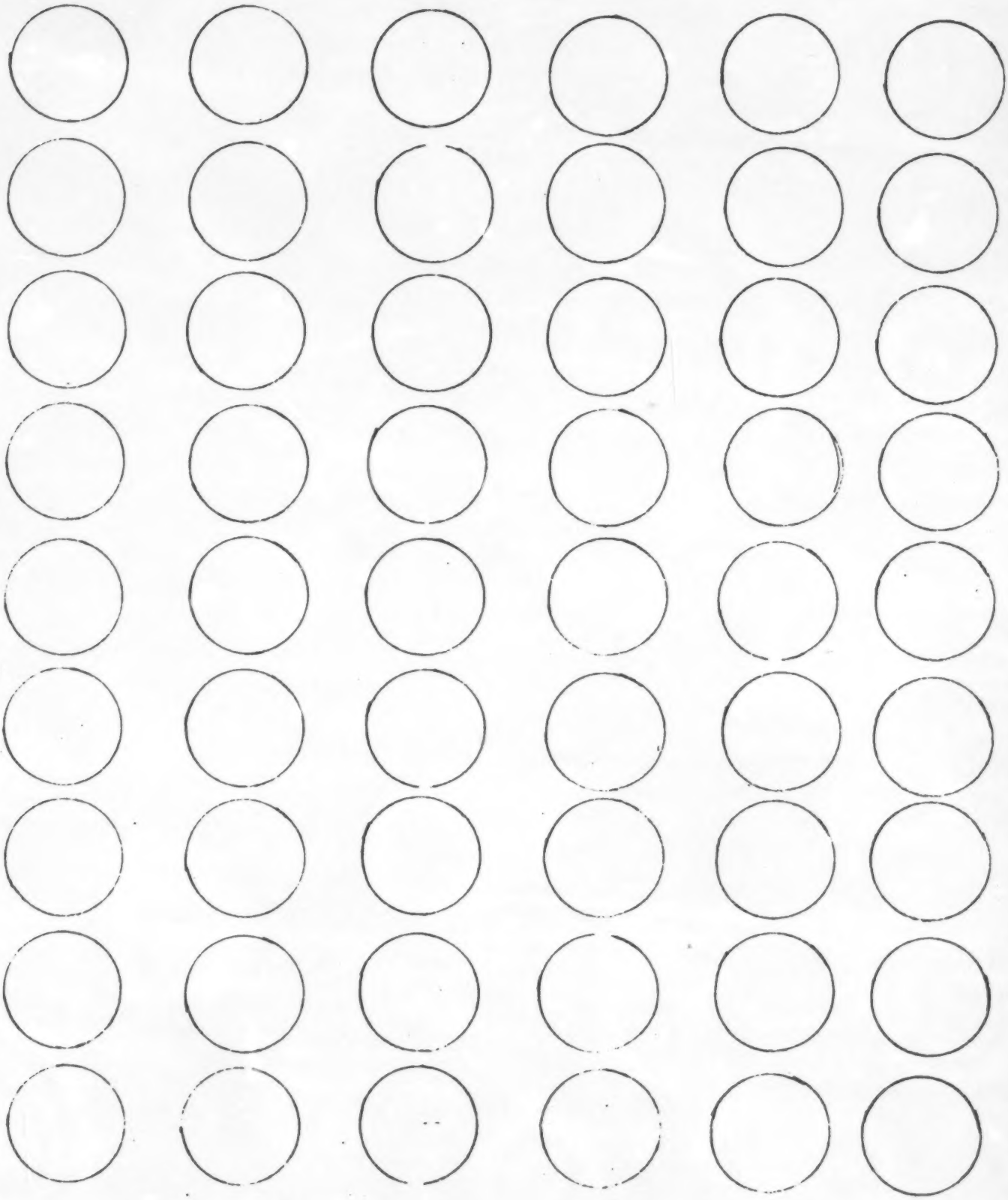
A similar analysis can be applied to conflicts between teachers. Below is a description of one such conflict. By yourself or with a partner read and analyze the personality conflict implicit in this episode.

Two members of a teaching team frequently seem to have misunderstandings. Mr. Green is often the "idea man" of the team, suggesting with enthusiasm that the team try this or that. Generally his ideas seem sound to the team, but in need of some refinement and attention to practical details. Mrs. White, another team member, is usually the first one to question Mr. Green's ideas, on grounds of practicality, and she states her position in such a blunt way that she sometimes causes hard feelings. At that point, Mr. Green "clams up," and his idea fades away without further attention from the team. Outside of team planning meetings, Green and White seem to get along quite well.

Analyze the Green-White relationship by (a) identifying the personality factors that cause the conflict, and (b) prescribing some actions you could take, if you were a member of that team, to help Green and White and the team manage better. Write out your analysis and save it for later use.

Do you identify with either Green or White more than with the other? Would you be comfortable in the role of peacemaker between these two? Do your responses to these questions relate to your personality type?

Return to page 28.



GLOSSARY OF TERMS FOR MYERS-BRIGGS TYPE INDICATOR TEST

1. Perception Functions - The processes of becoming aware — of things or people or occurences or ideas.

   A. Sensing (S) - Becoming aware of things directly through our five senses; Interested in facts, details, tangible things.

   B. Intuition (N) - Indirect perception by way of the unconscious, accompanied by ideas or associations which the unconscious tacks on to the perceptious coming from outside; Interested in possibilities, meanings, relationships, imagination.

2. Judgement Functions - The process of coming to conclusions about what has been perceived.

   A. Thinking (T) - Logical process aimed at impersonal findings; Judgement is concerned with whether ideas are true or false.

   B. Feeling (F) - A process of appreciation, equally reasonable as thinking, in its fashion, bestowing on things a personal, subjective value; Judgement is concerned with whether ideas are liked or disliked, whether they are sympathetic or antagonistic to other prized ideas.

3. Attitude Performance - An individual's basic orientation to life.

   A. Introvert (I) - Main interests are in the inner world of concepts and ideas.

   B. Extrovert (E) - Main interests are in the outer world of people and things.

4. The Judgement or Perception Preference - The choice between perception and judgement as a way of life, a method of dealing with the surrounding world.

   A. Judging (J) - Coming to a conclusion about something; shut off perception for the time being; the evidence is all in - anything more is incomplete, irrelevant and immaterial; arrive at a verdict and get things settled.

   B. Perceiving (P) - Becoming aware of something; shut off judgement for the time being; the evidence is not all in - there is much more to it; new developments will occur; too soon to do anything irrevocable.

5. Superior Function (Dominant Process) * - The tendency for individuals to prefer one function to the point where it dominates and unifies one's life. The reason for the development of a superior function is that the two perceptive processes, sensing and intuition, are incompatible opposites. When a person fails to choose between them and tries to listen to both at once, they jam each other and no clear signal comes through. If either is to develop, the other must be shut off most of the time to give it a chance. The two judging processes, thinking and feeling, interfere with each other similarly. One perceptive process and one judging process can develop side by side, provided one is subordinated to the other. But one process must have clear sovereignity, with scope to reach its full development, is a person is to be really effective.

6. Auxillary Function * - If a person is to be balanced as well as effective, he needs adequate (but by no means equal) development of a second process. If his dominant process is a judging one, his auxillary process will be perceptive - either sensing or intuition. If his dominant process is perceptive, his auxillary process will be a judging one - either thinking or feeling.

7. Judgement and Perception Modes - Combinations of perceptive and judgement functions. The T,F preference for thinking or feeling is entirely independent of the preference for sensing or intuition. Either kind of judgement can team up with either kind of perception. Thus, four combinations occur:

   A. Sensing plus Thinking. ST people are mainly interested in facts, since facts are what can be collected and verified directly by the senses -- by seeing, hearing, touching, etc. And they make decisions on these facts by impersonal analysis, because the kind of judgement they trust is thinking, with its step-by-step logical process of reasoning from cause to effect, from premise to conclusion.

   B. Sensing plus Feeling. SF people rely primarily on sensing for purposes of perception, but prefer feeling for purposes of judgement. They too are also interested in facts, but make their decisions with personal warmth, because the kind of judgement they trust is feeling, with its power to weigh how much things matter to themselves and others. They are most interested in facts about people than in facts about things.

   C. Intuition plus Feeling. NF people make decisions with the same personal warmth as SF people. But, since they prefer intuition, their interest is not in facts but in possibilities, such as new projects, things that have not happened yet but might be made to happen, new truths that are not yet known but might be found out, or, above all, new possibilities for people. The new truth is imagined by the unconscious process and then intuitively perceived in the form of an idea which feels like an inspiration.

   D. Intuition plus Thinking. NT people share the interest in possibilities as NF people do. But, since they prefer thinking, they approach these possibilities with impersonal analysis. Often the possibility they choose is a theoretical or technical one, with the human element more or less ignored. They tend to be intellectually ingenuous and find their best scope in problem-solving in their field of special interest.

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* Superior and Auxillary Functions operate differently for extroverts and introverts.

Extrovert - Superior function is seen in behavior.
Introvert - Auxillary function is seen in behavior.

8. Personality Types * - Personality type is structured by the following four preferences:

	Preference as between:	Affects individual's choice as to:
EI	Extroversion or Introversion	Whether to direct perception and judgement upon environment or world of ideas.
SN	Sensing or Intuition	Which of these two kinds of perception to rely on.
TF	Thinking or Feeling	Which of these two kinds of judgement to rely on.
JP	Judgement or Perception	Whether to use judging or perceptive attitudes for dealing with environment.

* If two people are exactly the same type, they will understand each other very well but will not make the strongest team because they will be prone to commit the same mistakes. If they have two or three preferences in common, they will both understand and supplement each other. If they have no preferences in common, they will probably not even supplement each other because each will grossly undervalue the other and they will never see eye-to-eye on anything.

Resume Abstracts for HS&A's consultant-trainers in Teaching, Learning and Curriculum work

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Resume Abstract

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Hanson serves on the graduate faculties of Kean College of New Jersey in Organizational Development, and Beaver College's Department of Education. He is a Lecturer at the Jung Center of Philadelphia on Typology, and serves on the faculty of the American Association of School Executives.

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